

ELA.04.PT.2.07.138 C2T7

Sample Item ID:	ELA.04.PT.2.07.138
Title:	Living Here or There
Grade:	4/1
Claim(s):	<p>Primary Claims</p> <p>2. Students can produce effective and well-grounded writing for a range of purposes and audiences.</p> <p>4. Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p>
Assessment Target(s):	<p><i>These claims and targets are eligible to be measured by scorable evidence collected.</i></p> <p>CLAIM 2</p> <p>7. COMPOSE FULL TEXTS: Write full persuasive/opinion pieces about topics or texts, attending to purpose and audience: organize ideas by stating a context and focus, develop supporting evidence/reasons (from text when appropriate to prompt) and elaboration, and develop a conclusion.</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/opinion texts</p> <p>CLAIM 4</p> <p>2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics, and select and integrate information from data or print and nonprint text sources</p> <p>3. ANALYZE INFORMATION/SOURCES: Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p>4. USE EVIDENCE: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed</p>
Secondary Target(s):	N/A
Standard(s):	<p>Primary Standards</p> <p>Writing W-1a through W-1d, W-3b, W-4, W-5, W-8, W-9, W-2d, W-3d, L-3a, L-6, L-1, L-2, L-3b</p> <p>Research RI-9; W-1a, W1-b, W-8, W-9</p>
DOK:	3, 4
Difficulty:	Medium/Hard
Item Type:	PT
Score Points:	TBD
Task Source:	Testing Contractor
How this task addresses the	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Gather, select, and analyze information in a series of

sufficient evidence for this claim:	<p>sources</p> <p>2. Write an opinion essay effectively demonstrating the following:</p> <ul style="list-style-type: none"> organizes ideas by stating an opinion and developing reasons to support the stated opinion, and develops a conclusion demonstrates clear and coherent organization of writing demonstrates command of the conventions of usage, capitalization, punctuation, and spelling
Target-specific attributes (e.g., accessibility issues):	Students with hearing and/or visual impairments will need to be provided with transcript of the video material.
Stimulus:	<p>Sources (2 texts, 1 video; presented in the order in which they are used)</p> <p>Text 1 Informational text to be created; a passage of no more than 500 words describing the life of a family that has to move on a regular basis due to the father's job. Article broadly describes the experience of families that move often for various reasons, then focuses on the perspective of the family's 10-year-old daughter, Robin, at a time when the family has moved from Phoenix, Arizona to Seattle, Washington. Specifically, the article focuses on the daughter's experience adjusting to the extreme differences in the landscape, from a flat desert environment to a lush, tree-covered coastal region. The daughter wishes the family could return to Phoenix, even though she likes her new friends and school in Seattle.</p> <p>Video 2–3 minute travel/National Geographic-type video featuring the landscape, climate, plant/animal life, etc., of desert, plains, mountain, and coastal regions of North America.</p> <p>Text 2 Informational text to be created; a passage of no more than 500 words describing major differences in the climate, plant and animal life, transportation, food sources, etc., in North American desert, mountain, plains, and coastal regions.</p>
Stimuli/Text Complexity:	
Acknowledgments:	Written sources would come from freelancer.
Notes:	

Task Overview (105 total minutes):

Title: Living Here or There

Part 1 (35 minutes): Ultimately tasked with writing an opinion essay about which

environment they would choose to live, students will be introduced to the topic of different environments/biomes through reading an informational text about a family that has moved from one environment to another, watching a video about various types of environments, and reading an informative text on the subject of diverse environments, taking notes on these sources. Students will then answer one multiple-choice and two constructed-response questions, each addressing the research skills of analyzing and evaluating information.

Part 2 (70 minutes): Finally, students will compose a full-length opinion essay on which environment they would choose to live, referring to details from the video and from the informational texts. Prewriting, drafting, and revising will be involved.

Scorable Products: Student responses to the selected-response and constructed-response questions and the essay will be scored.

Teacher preparation/Resource requirements

The teacher should ensure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check but not to grammar check.

Teacher Directions:

Students are given the texts, research, and any additional information about the essay.

Part 1 (35 minutes)

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.
- Make sure the students have put their names on any notes.

Stretch Break

Part 2 (70 minutes)

- Initiate the testing of part 2.
- Allow students to access the sources and their answers to the constructed-response questions presented in part 1. They will not be allowed to change their answers.
- Alert students when there are 15 minutes remaining and suggest that they begin revising their essays.
- Alert the students when there are 5 minutes remaining in the session.
- Close the testing session.

Pre-Task Activity:

There are no specific pre-task activities to be conducted.

Time Requirements:

The Performance Task will take 105 minutes in one session.

Student Directions:**Part 1** (35 minutes)**Your assignment:**

You will read two articles about the differences between living in certain types of environments, such as desert areas and plains areas, taking notes on these sources. You will then write an opinion essay about which environment you would most want to live in and why.

Steps you will be following:

In order to plan and compose your essay, you will do all of the following:

1. Read the two articles and watch a video.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read two articles and watch one video. Take notes because you may want to refer to your notes while writing your essay. You can refer to any of the sources as often as you like while you are taking notes. Your notes and sources will be your basis for writing your final draft.

(article 1)

(video)

(article 2)

Questions

Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read, which should help you write your essay. You may click on the appropriate buttons to refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. The first article explains that it was hard for Robin to get

used to the tree-covered coastal environment of Seattle after growing up in the desert of Phoenix. Using details from the video or the second article, explain why moving from one environment to the other is difficult.

2. According to the video and the second article, what are one benefit and one possible disadvantage of living in a plains environment? Support your answer with details from the video and the second article.
3. The first article describes how Robin feels about moving from the desert to a coastal forest area. Which piece of information from the article is NOT important in helping you understand the major differences between the two environments? You may select more than one correct answer.
 - A) the description of how Robin finds it strange to be suddenly surrounded by so many trees
 - B) the discussion of how Robin liked the dry and hot weather in Phoenix, but her mother prefers the cooler weather and rain in Seattle
 - C) the description of how Robin likes her school in Seattle more than she liked her school in Phoenix
 - D) the description of how the downtown area of Seattle seems bigger to Robin than the downtown area of Phoenix
 - E) the explanation of why Robin doesn't miss how flat the Phoenix area was, even though she misses many other things about it

Part 2 (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your essay. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to earlier questions, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, and then

begin your work.

Your assignment

You have read two informational articles and watched a video about different environments. Write an opinion essay about which type of environment you would choose to live in and why you would not want to live in the other places.

How your essay will be scored: The people scoring your essay will be assigning scores for

- 1. *Statement of purpose/focus*** – how well you clearly state your opinions on the topic and maintain your focus
- 2. *Organization*** – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay
- 3. *Elaboration of evidence*** – how well you provide evidence from sources about your opinions and elaborate with specific information
- 4. *Language and Vocabulary*** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- 5. *Conventions*** – how well you follow the rules of usage, punctuation, capitalization, and spelling

Now begin work on your essay. Manage your time carefully so that you can:

- plan your essay
- write your essay
- revise and edit for a final draft

Word-processing tools and spell check are available to you.

Key and scoring information for questions:

CR#1: C4T2

Sample Generic 2-point Research (Grades 3–5): Interpret & Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.
0	A response gets no credit if it provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.

CR #2: C4T2

Sample Generic 2-point Research (Grades 3–5): Interpret & Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
0	A response gets no credit if it provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.

SR #1: C4T3 Keys B, C, D

Sample Generic 4-point Opinion Writing Rubric (Grades 3–5)					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is clearly stated, focused, and strongly maintained opinion is communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose 	<p>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and relevant effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling

<p>3</p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> opinion is clear and for the most part maintained, though some loosely related material may be present context provided for the claim is adequate 	<p>The response has a recognizable organizational structure, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end adequate introduction and conclusion 	<p>The response provides adequate support/evidence for the writer’s opinion that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling
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<p>2</p>	<p>The response is somewhat sustained with some extraneous material or a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the opinion but is insufficiently sustained • opinion on the issue may be somewhat unclear and unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak 	<p>The response provides uneven, cursory support/evidence for the writer’s opinion that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
<p>1</p>	<p>The response may be related to the purpose but may offer little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • opinion may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the writer’s opinion that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • use of evidence from sources is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • errors are frequent and severe, and meaning is often obscured

0	A response gets no credit if it provides no evidence of the ability to compose a coherent opinion essay based on information from the sources.				